What a Principal needs to know and be able to do in support of his/her school becoming a professional learning community.

1. Conduct activities for the purpose if clarifying what a professional learning community is.
2. Conduct activities for the purpose of clarifying how a professional learning community works.
3. Have a good understanding of PLCs.
4. Develop common language about PLC concepts and practices.
5. Conduct activities to embed the district mission in the school.
6. Articulate a mission of ensuring high levels of learning for all students for all faculty, staff, students and parents.
7. Ensure that the learning mission becomes embedded in the district’s culture.

**Power Standards and Learning Targets for Principals/Leaders in a PLC**

(taken from Figure 4.4 Critical Questions for Principal Consideration, *Every School, Every Team, Every Classroom*, Solution Tree, 2012)

1. Principals/leaders build a foundation for Professional Learning Communities within their building.
   1. I can foster a school culture of collective responsibility for high levels of student learning, regardless of circumstances
   2. I can ensure that all students are “provided” a guaranteed and viable curriculum
   3. I can articulate a mission of ensuring high levels of learning for all students that is embedded in the culture of the school
   4. I can describe the purposes of the K-12 leadership team in a PLC
2. Principals/leaders thoughtfully establish and sustain highly effective collaborative teams. (Karen will work on)
   1. I can explain why collaborative teams are the basic organizing structure of a PLC
   2. I can outline district team structure, responsibilities and development in a PLC
   3. I can identify potential barriers to collaborative teaming at my school and address possible solutions with my colleagues
   4. I can consider strategies for developing team norms at my school
   5. I can identify and prepare first K-12 leadership team PLC products and timeline
3. Principals/leaders foster a clear and passionate focus on learning (Mark will work on)
4. Principals/leaders actively monitor student learning (Heather will work on)
5. Principals/leaders facilitate creation of a school-wide, systematic, written plan for providing students with additional time, support, or enrichment (Karen will work on)
6. Principals/leaders maintain a focus on results and continuous improvement (Mark will work on)
   1. I can facilitate staff in describing the current reality in our building

**August-September**

Clarify “What is a professional learning community.”

**August 12, 2013**

1. Build shared knowledge of PLC characteristics and its links to research on effective schooling practices.
2. Build the “WHY” of PLCs.
3. Assign all certified staff to 1 PLC team.
4. Identify a teacher leader for each team.
5. Conduct activities for clarifying what a professional learning community is.

* Team
* Collaboration
* Norms

1. Conduct activities for the purpose of clarifying how a professional learning community works.

* How to run an effective meeting.
* Agreed upon reporting form
* Agreed upon notebook structure

1. Develop administrative leadership team/guiding coalition made up of teacher leaders.
2. Build a minimum of 60 minutes of team time per week into the instructional or contract schedule.
3. Establish common vocabulary.
4. Build shared knowledge of the current reality in your school.
5. Have continuous professional development specifically focused on PLCs.
6. Familiarize staff with and frequently use [www.allthingsplc.info](http://www.allthingsplc.info)
7. Articulate a moral purpose.
8. Have a good understanding of PLCs.
9. Develop common language about PLC concepts and practices.
10. Complete the Professional Learning Communities at Work Continuum: Effective Communication with staff.
11. Complete the Where Do We Go From Here? Effective Communication Worksheet.
12. Conduct activities to embed the district mission in the school.
13. Articulate a mission of ensuring high levels of learning for all students for all faculty, staff, students and parents. (Mission)
14. Develop a clear understanding of our core purpose.
15. Ensure that the learning mission becomes embedded in the culture of the school
16. Commit to ensuring high levels of learning for all—students and adults.
17. Constantly and consistently remind people of why we are doing this work.
18. Publicly recognize and celebrate incremental learning gains.
19. Describe the school we hope to become and what it will look like, sound like, be like when we are a professional learning community and all students learn to high levels. (Vision)
20. Articulate attitudes, behaviors and commitments we must demonstrate to advance our vision. (Collective Commitments)
21. Determine first steps, short-term achievable goals, and long-term stretch goals. (SMART Goals)
22. Align resource allocation, particularly time and money with our mission.
23. Embed high levels of learning for all within the school as the core mission.
24. Create learning improvement plans for each team.
25. Monitor not only the quality of learning improvement plans but also the results.
26. Complete the Professional Learning Communities at Work Continuum: Laying the Foundation with staff.